



Week 2

Self regulation and worry with an emphasis on loss or change.

Mrs S. Martin

Hello everyone,

Welcome back to Week 2. I hope you found last week's tips useful. This week the focus is still on self regulation, just with an emphasis on loss.

All of our children have experienced huge change in the last 7 weeks. They are missing out on big things in their lives that would have happened in school or within their family setting. They are missing their grandparents, cousins, friends and routine. All of this "missing out" is like a loss for them. So this week the book link I am attaching is called "The invisible String", it explains that even when we are apart we are still connected to the ones we love, our friends and wider community.

Below please see some tips that might help when worry or frustration starts to take over.

The Invisible string by Patrice Karst worries, please click on the link or copy the link into your browser. It's a youtube link read by SPRIGGS counselling

<https://www.youtube.com/watch?v=2rZNTFf35Aw&t=120s>

Helping Hands

This gives children a sense of support for when their big feelings happen. It also gives them a sense of empowerment, can then fight back the loss of control.

Materials – hand template/draw your own hand, paper, pencil and colours

Instructions

1. Draw a hand shape on the page or use a template.
2. On each finger name someone who can help when your child has a big feeling /worry. (parents/caregiver/aunt/pet)
3. Turn the hand over and have the child identify something they can do for themselves when they have a big feeling. (deep breath, jumping jacks, colouring)
4. Hang / display / keep somewhere the child can access it and revisit it when needed or reflect on it when needed.

Heart Drawing

This task encourages communication about feelings. This task measures and contains the amount of feelings/worry making them easier to work with.

Materials – heart template/draw your own heart, paper, colours

Instructions

1. Draw a heart shape on the page or use the template.
2. List feeling words on the side – you start with mad, sad, glad, scared and ask your child to add any other feelings they have had recently. They may describe a feeling and you may have to give them the word for it.
3. Pick a colour for each feeling and right beside it colour in a small square that colour.
4. Ask your child to colour in as much of that feeling that they have in their heart recently.

By doing this the child will see the multiples of feelings they have in their heart all at the same time. It is good for them to recognise that there is space in their heart for all these feelings. Acknowledge the not so good ones but focus on the joyful/glad ones.